COPYRIGHT & PRIVACY in ONLINE COURSES
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGENDA</td>
<td>1</td>
</tr>
<tr>
<td>SO WHAT SHOULD I DO?</td>
<td>2</td>
</tr>
<tr>
<td>FAIR USE CHEAT SHEET</td>
<td>3-4</td>
</tr>
<tr>
<td>FERPA</td>
<td>5-6</td>
</tr>
<tr>
<td>CASE STUDY</td>
<td>7-9</td>
</tr>
<tr>
<td>BRIDGING TRADITIONAL TO HYBRID &amp; ONLINE</td>
<td></td>
</tr>
<tr>
<td>LEARNING</td>
<td>10</td>
</tr>
<tr>
<td>INFORMATION SECURITY SPOTLIGHT</td>
<td>11</td>
</tr>
<tr>
<td>USEFUL COPYRIGHT RESOURCES</td>
<td>12-14</td>
</tr>
<tr>
<td>FILE MEDIUM TRANSFER REQUEST FORM</td>
<td>15-16</td>
</tr>
<tr>
<td>“FLIPPING” THE CLASSROOM</td>
<td>17-18</td>
</tr>
<tr>
<td>TALKING POINTS</td>
<td>19-21</td>
</tr>
<tr>
<td>CONTACT INFORMATION</td>
<td>22</td>
</tr>
</tbody>
</table>
### Copyright & Privacy Issues in Online Course

#### AGENDA

**Presenters:**
- Elizabeth Bennett, UCI Registrar
- De Gallow, TLTC Director
- Sheryl Hathaway, TLTC Sr. Instructional Designer
- Christopher O'Neal, TLTC Assoc. Director
- Kyhm Penfil, Campus Counsel
- Sharon Salinger, Dean, Division of Undergraduate Education

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:35-4:40</td>
<td>Welcome, Overview, Introductions Goals:</td>
<td>Sharon Salinger, Dean Division of Undergraduate Education</td>
</tr>
<tr>
<td>4:40-5:00</td>
<td>Overview of Copyright in OL Environments</td>
<td>Kyhm Penfil, Campus Counsel (.ppt)</td>
</tr>
<tr>
<td>5:00-5:15</td>
<td>Overview of FERPA vis-à-vis Instruction</td>
<td>Elizabeth Bennett, Registrar</td>
</tr>
<tr>
<td>5:15-6:15</td>
<td>Case Study</td>
<td>Kyhm, De, Elizabeth</td>
</tr>
<tr>
<td>5:15-5:30</td>
<td>Part 1</td>
<td>De</td>
</tr>
<tr>
<td>5:30-5:45</td>
<td>Part 2</td>
<td>Chris, Sheryl, De</td>
</tr>
<tr>
<td>5:45-6:00</td>
<td>Part 3</td>
<td>Kyhm &amp; Elizabeth</td>
</tr>
<tr>
<td>6:00-6:15</td>
<td>Part 4</td>
<td>Elizabeth &amp; Kyhm</td>
</tr>
<tr>
<td>6:15-6:30</td>
<td>Q&amp;A/Wrap-Up</td>
<td>De, et al.</td>
</tr>
</tbody>
</table>
So What Should I Do?

- What am I using? (original work of authorship fixed in tangible medium of expression?)
- Is what I am doing reproducing/making derivative work/distributing/publicly performing or distributing?
- Does someone own a copyright? (Who?)
- Do I need permission?
- Do we already have permission (does library have a license/subscription?)
- Do I want to ask for permission?
- If not, might it qualify as fair use?
- What is my/UC's risk tolerance?
FAIR USE CHEAT SHEET
Online Teaching Edition

("Copyright & Privacy in Online Courses" at UC Irvine on May 2, 2013)

"Notwithstanding [the exclusive copyrights], the fair use of a copyrighted work... for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include:"

- "purpose and character of the use"
- "nature of the copyrighted work"
- "amount and substantiality of the portion used" compared to entire copyrighted work
- "effect of use on potential market for or value of copyrighted work"


FIRST FAIR USE FACTOR: "PURPOSE AND CHARACTER OF THE USE"

<table>
<thead>
<tr>
<th>Favor Fair Use</th>
<th>Disfavor Fair Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Commercial</td>
</tr>
<tr>
<td>Research or Scholarship</td>
<td>Consumptive</td>
</tr>
<tr>
<td>Non-Profit</td>
<td>Entertainment</td>
</tr>
<tr>
<td>Criticism/Comment</td>
<td>Bad-faith</td>
</tr>
<tr>
<td>News Reporting</td>
<td>Failure to credit author</td>
</tr>
<tr>
<td>Transformative</td>
<td>Online teaching without protections (available to public, posted indefinitely, can be captured and stored or further distributed)</td>
</tr>
<tr>
<td>Productive</td>
<td></td>
</tr>
<tr>
<td>Restricted Access</td>
<td></td>
</tr>
<tr>
<td>Parody</td>
<td></td>
</tr>
<tr>
<td><strong>Online teaching with protections (only available to registered students, password protected, removed at end of quarter/semester, streaming only, not downloadable)</strong></td>
<td></td>
</tr>
</tbody>
</table>
SECOND FAIR USE FACTOR: "NATURE OF THE COPYRIGHTED WORK"

Favor Fair Use

- Published work
- Factual
- Non-Fiction
- Important to favored educational objectives

Disfavor Fair Use

- Unpublished work
- Highly creative (e.g., fiction)

THIRD FAIR USE FACTOR: “AMOUNT AND SUBSTANTIALITY OF THE PORTION USED” COMPARED TO ENTIRE COPYRIGHTED WORK

Favor Fair Use

- Small quantity of copyrighted work
- Portion used is not central or significant to entire work
- Amount taken narrowly tailored to purpose

Disfavor Fair Use

- Large quantity of copyrighted work
- Portion used is central or significant to entire copyrighted work

FOURTH FAIR USE FACTOR: “EFFECT OF USE ON POTENTIAL MARKET FOR OR VALUE OF COPYRIGHTED WORK”

Favor Fair Use

- User owns lawfully acquired copy
- One or few copies made
- No significant effect on market or potential market
- No similar product offered by owner
- Lack of licensing available

Disfavor Fair Use

- Could replace sale of work
- Many copies made
- Widely distributed
- Repeated or long-term use
- Impairs market or potential market
- Licensing available
(FERPA) FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

FERPA is the federal regulation that protects the confidentiality of student records. Students are granted the following rights:

1. Inspect and review their own student record within 45 days of a request
2. Inspect records maintained by the campus pertaining to the disclosure of their record
3. Seek correction of their student records
4. Restrict the disclosure of certain information from student records
5. File a complaint with the Family Policy Compliance Office regarding alleged violation of the rights accorded by the Act (Contact the Registrar's Office for more information on filing a complaint.)

A student is any individual for whom the University maintains student records and who:

- is enrolled in or registered with an academic program of the university;
- is not presently enrolled, but eligible for Re-Admission; or
- is on approved leave status or is on filing fee status.

When a student reaches the age of 18 or begins attending a postsecondary institution regardless of age, FERPA rights are transferred from parent to student. At UCI, an "applicant" becomes a "student" when the Statement of Intent to Register (SIR) form is submitted.

A Student Record is any record that is directly related to the student and is maintained by the University. This is not limited to academic records. It also includes housing records, disciplinary records, financial aid records, and all records directly related to a student.

Student records are divided into two categories: Directory (public) information and Private (confidential) information.

Directory information or public information is a specific and limited list of student information designated by each University that would not generally be considered harmful or an invasion of privacy if disclosed. Because directory information is very specific, all other records not listed as directory information are considered private information.

Each Institution is required to publish their directory information. The following is UC Irvine's Directory Information:

- student's name
- date and place of birth
- address (local and/or permanent)
- campus e-mail addresses
- telephone numbers
- dates of attendance
- major field of study
- degrees and honors received
- number of course units in which enrolled
- enrollment status (e.g., undergraduate/graduate, full-time or part-time)
- most recent previous educational institution attended
- participation in officially recognized activities, including intercollegiate athletics
- name, weight, and height of participants on intercollegiate university athletic teams
- photo

Although the student information items listed above are considered public information, students have the right to restrict any or all of their directory information. Contact information can be restricted via StudentAccess. To restrict all other directory information items, a student must visit the Registrar's Office in person. Restriction request through the Registrar's Office will place a FERPA Block on the student's record.

When is Disclosure Permitted?

Revised 5/2013 IMF
Disclosure of information from student records is permitted where:

- The information is not "personally identifiable";
- The information is "directory information" and the student has not blocked the release of the information;
- The student has consented to the disclosure;
- The disclosure is to the student; or
- A permissible disclosure (statutory exception) applies.

Federal Regulation vs. University Policy

The UC Privacy Policy is the UC Policies Applying to the Disclosure of Information from Student Records. As UC employees, we abide by University Policy instead of the federal regulation FERPA. This is because the UC system has only implemented 11 out of 16 permissible disclosures. Permissible disclosures are exceptions to the regulation. These are situations in which student records may be disclosed without the student’s consent.

Permissible Disclosures (section 130.721)

- **Legitimate Educational Interest (LEI)** is the demonstrated need to know. A campus official is granted access to student records that are necessary for that official to complete their assigned employment responsibilities.
- Subpoenas – Office of Risk Management is the filter office for all subpoenas.
- Situations where disclosure of information necessary to protect the health and safety of the student or other individuals. Note: the threat of harm must be clear and significant. We must also consider the individual's ability to assist in the situation. We do have a Crisis Assessment Group that we can contact for these types of situations.
- The full list can be found on the Dean of Student's website at [http://www.dos.uci.edu/conduct/uci_policy.php](http://www.dos.uci.edu/conduct/uci_policy.php)

Maintain the confidentiality of student records by following these guidelines:

- Be familiar with your department's policy on security and retention of records.
- Secure files with student information when not in use or if third parties are present.
- Keep discussion of student information private when in public areas.
- Access only those student records required to perform your duties.
- Never access or update your own record or that of a friend or relative.
- Ensure privacy of all student records, disposing of information in a secure manner.
- Do not post Non-Directory information in public areas.
- When using the Reply or Forward options in emails, verify all recipients have LEI to view the entire email.

Useful Related Links

The Registrar's Office

Student Release Matrix / Student Record Chart / Catalogue information for students

UCI Policies Applying to Campus Activities, Organizations, and Students (FERPA policy is section 130.00)
[http://www.students.uci.edu/conduct/uci_policy.php](http://www.students.uci.edu/conduct/uci_policy.php)

Need FERPA Help?  
Iris Mark Fonseca  
FERPA Analyst  
949.824.9672  
ifonseca@uci.edu

Revised 5/2013 IMF
COPYRIGHT & PRIVACY IN ONLINE LEARNING: FLIP THIS COURSE

Goals:

...become an informed user of online resources
...become a responsible creator of online resources vis-à-vis copyright & privacy
...use best practices for Face-to-Face and online teaching & learning

Instructions:

- Read through all four parts of the case.
- Read through Part 1 again and address the questions in the darker-colored box.
  Discuss with your tablemates.
- 10 minutes.

Part 1: CONSIDERING CHANGING YOUR DELIVERY METHOD

Prof. Shahnaz Scolari teaches a required course (Anthropology 200) that is only offered in the spring and fall quarters. In the traditional version of the face-to-face (F2F) course, Prof. Scolari does the following:

- presents 50-min. lectures three times a week (M-W-F)
- shows clips from various National Geographic and other videos she has purchased over the years
- shows clips and materials from various sites she has linked on the course website
- plays reel-to-reel audiotapes she has made of tribal singing in her research
- projects graphs and charts from the required and recommended textbooks onto the screen in the room
- assigns journal articles for students to read
- students are required to collaborate to create multi-media webpages about selected native populations in various parts of the world

The students are also required to participate in a one-hour discussion each week led by TAs.

Prof. Scolari would like to be able to offer the course more often, to more students; in addition, she would like her students to engage more with the material. She has heard about some new ways of teaching that she would like to explore: fully online and hybrid courses; Open Courses (such as MOOCs); and a teaching method referred to as “flipping” the course.

(1) What’s the first thing that Prof. Scolari might do to help her to explore her options? (2) Identify 5 copyright issues that she should consider. (3) How might the format (hybrid, fully online, MOOC) impact the way copyright is applied?
Part 2: USING THE HYBRID DELIVERY METHOD WITH A “FLIPPED” FORMAT

Prof. Scolari has now decided to turn her Anthropology 200 course into a hybrid that uses the "flipped" method. She intends to keep the content and assignments in the hybrid, "flipped" course essentially the same.

She opts to put all of her lectures online; students will be required to watch the lectures before physically meeting on M-W. During class time on M-W, they will instead participate in various assignments that require them to apply what they have read and watched. On Fridays they will have an online discussion with their discussion groups and TAs; and one day a week they will have to either post responses to questions on the course message board or engage in work together on their native population website.

Prof. Scolari decides to ask someone from the Teaching, Learning & Technology Center to come to her F2F class in the spring and film all of her lectures so that they will be available to her Spring students for review and for the students who will enroll in the hybrid, "flipped" course in the fall.

Review the types of assignments and materials Prof. Scolari uses (see Part 1). Identify at least (1) “best practices” concern she should have when considering re-creating her course to a hybrid, "flipped" course. Name at least (2) potential student privacy issues involved in her plan.

Part 3: USING THIRD-PARTY PROVIDERS

Prof. Scolari has been exploring different ways for students to engage with the material outside of the two class meetings a week. Ideally, she would like students to “meet” online and be able to interact, share documents and other multi-media resources, work collaboratively, and to converse with the TAs, but scheduling is such a problem. This is a perfect issue she feels technology might address. She has looked into the various EEE tools for working collaboratively, but she is also intrigued by some free and low-cost third-party providers whose software seems to be able to allow students to do the kinds of tasks she would like.

What copyright and privacy issues should Prof. Scolari consider when using a third-party provider (free or proprietary)?
Part 4: STUDENTS USING COPYRIGHTED MATERIALS

One of the most enjoyable and effective assignments Prof. Scolari has used over the years is having her students collaboratively create websites about various native populations around the world that they research. Students are encouraged to be scholarly, but creative: they must use primary sources, as well as popular and scholarly multi-media. Some of them have posted their websites or parts of them on social media sites, and some have even made their own videos that they have posted on YouTube. Many have been so impressive that Prof. Scolari has posted them on iTunes U. She wants to keep this assignment for her hybrid course.

What copyright and privacy issues might arise when students create their own websites or YouTube videos using a variety of materials and data?
Bridging Traditional to Hybrid and Online Learning

Best practices are the hallmark of quality in UCI courses whether they are traditional, hybrid or online. Using the Seven Principles for Good Practice in Undergraduate Education by Art Chickering and Zelda Gamson, UCI faculty can translate a course to the online environment, continuing to deliver high quality courses while utilizing technology as a lever. UCI technology and support units can assist with the best integration of technologies that meet student learning outcomes.

Principle 1: Encourage Contacts between Students and Faculty

Communication technologies can increase students' access to faculty members, help them share useful resources, and pave the way for joint problem solving and shared learning. (Email, Skype, Apple's FaceTime, Google Hangouts, IM chat)

Principle 2: Develop Reciprocity and Cooperation among Students

Web-based tools encourage student collaborations. An advantage of email, texting and tweeting is that it opens up communication among classmates even when they are not physically together. (Discussion boards, Google Hangouts)

Principle 3: Use Active Learning Techniques

Social media and other technologies encourage active learning. Three categories: tools and resources for learning by doing, time-delayed exchange (asynchronous), and real-time conversation (synchronous). Today, all three usually are supported by the software available on desktops, laptops and mobile devices. (iClickers, blogs, games, case studies)

Principle 4: Give Prompt Feedback

Technology plays a growing role in recording and analyzing personal and professional performances. E-portfolio evaluation strategies provide storage and access to students' products and performances. (Surveys, EEE quizzes with feedback, adaptive/interactive homework, UCI Replay, Jing, Google Hangouts, Google Documents, Skype)

Principle 5: Emphasize Time on Task

New technologies can dramatically improve time on task for students and faculty members. Technology can increase time on task by making studying more efficient. (Weekly Quizzes, Google Calendar, Team-Based Projects, Games, Wiki)

Principle 6: Communicate High Expectations

Solving real-life problems, analyzing conflicting perspectives, and reconciling paradoxical data are powerful learning challenges that drive students to not only acquire information, but to hone their cognitive skills of analysis, synthesis, evaluation and creation. Faculty members also report that students are motivated when they realize their finished work will be “published” on the web. (Rubrics, learning objectives, worked examples of assignment, scenarios, peer learning)

Principle 7: Respect Diverse Talents and Ways of Learning

New technologies can encourage self-reflection and self-evaluation and drive collaboration and group problem solving. Technologies can help students learn in ways they find most effective and encourage lifelong learning. (UCI Replay, podcasting, PDF, Google Apps, multimedia assignments, assistive technology, games, remix open educational resources)

CHECK WEBSITE PERIODICALLY FOR UPDATES!

Information Security Spotlight

STOP THINK CONNECT™

More and more, Americans are adopting new and innovative technologies and spending more of their time online. Our thirst for computers, smartphones, gadgets and Wi-Fi seems to have no limits. At home, at work and at school, our growing dependence on technology, coupled with increasing cyber threats and risks to our privacy, demands greater security in our online world.

The Stop.Think.Connect. Campaign is a national public awareness campaign aimed at increasing the understanding of cyber threats and empowering the American public to be safer and more secure online. Cybersecurity is a shared responsibility. We each have to do our part to keep the Internet safe. When we all take simple steps to be safer online, it makes using the Internet a more secure experience for everyone.

Learn more

Secure your computer
Email tips
iPhone/iPad configuration
Internet security tutorial
Guidance on the use of cloud services

Security Team Services
Secure configuration guides
SSL Certificates
Mailing lists
Tools

Information Security Plan
Privacy policies
How to take Credit Cards
What is FISMA?

Stolen laptop
Data breach
Compromised UCinelpID
Abuse

Last Updated: April 25, 2013

Security Website - Office of Information Technology
Contact the OIT Help Desk- (949) 824-2222

UNIVERSITY OF CALIFORNIA • IRVINE
USEFUL COPYRIGHT RESOURCES

UNIVERSITY OF CALIFORNIA RESOURCES:

UC Academic Senate
http://www.universityofcalifornia.edu/senate/committees/council/scsc

UC Policy on Copyright Ownership
http://www.universityofcalifornia.edu/copyright/systemwide/pcoi.html

UC Information Technology Services:
http://www.ucop.edu/irc/policy/copyright.html

UC Libraries
http://libraries.universityofcalifornia.edu/scholarly/

UC Policy on Ownership of Course Materials:
http://www.universityofcalifornia.edu/copyright/systemwide/pocmdi.html

UC Office of Scholarly Communication
http://osc.universityofcalifornia.edu/

UC Office of Scholarly Communication (Retaining Author's Rights)
http://osc.universityofcalifornia.edu/manage/retain_copyrights.html

UC Standing Committee on Copyright
http://www.universityofcalifornia.edu/copyright
http://www.universityofcalifornia.edu/copyright/ownership.html#f

UC Systemwide Library & Scholarly Information Advisory Committee (SLASIAC)
UC Systemwide Library & Scholarly Information Advisory Committee (SLASIAC)

UC Technology Transfer:
http://www.ucop.edu/ott/faculty/crothers.html?illegal?extern_usr=&extern_id=0&course_id=1

UC IRVINE-SPECIFIC RESOURCES:

UCI Council on Research, Computing & Library Resources
http://www.rgs.uci.edu/cor/cor.htm

UCI Office of Information Technology
http://www.oit.uci.edu/policy/copyright.html
An Intellectual Property Primer for Online Instructors (Distance Learning Center/UNEX/UCI):
http://learn.uci.edu/copyright/

UCI Teaching, Learning & Technology Center Technology Transfer Policy & Form:

OTHER RESOURCES:

American Library Association’s Office for Information Technology Policy
http://www.ala.org/ala/issuesadvocacy/copyright/crtools/

Checklist for Fair Use (Otis)
http://www.otis.edu/assets/user/library/fair-use-checklist.pdf

Checklist for Conducting a Fair Use Analysis Before Using Copyrighted Materials (Cornell)
http://www.copyright.cornell.edu/policies/docs/Fair_Use_Checklist.pdf

Chronicle of Higher Education Supplement on Copyright:
http://chronicle.com/article/The-Copyright-Rebellion/127719/. (One of the articles, called The Million-Book Lockup on the front page, talks about situations that the UCLA and UC San Diego libraries are facing.)

Copyright Expert Peggy Hoon’s Blog from about the Georgia State University E-Reserves case on the Collectanea blog:
http://www-apps.umuc.edu/blog/collectanea/2011/06/the-georgia-state-university-1.html

Copyright Limitations:
http://www.lib.umn.edu/copyright/limitations

Creative Commons Licenses:
http://creativecommons.org/licenses/

Digital Image Rights Computator
http://www.vraweb.org/resources/irpr/dirc/howtouse.html

EDUCUSE
http://www.educause.edu/Resources/TheFutureofFairUse/224457

Fair Use Factors
http://cetus.org/fair5.html

TEACH Act
http://www.arl.org/info/frn-copy/TEACH.html
Visual Literacy:
http://libguides.lib.uci.edu/content.php?pid=55242&sid=1099171
http://vin.arts.uci.edu/~studio/resources/proq09/MSP46TutorialsAndTopics.pdf
Teaching, Learning & Technology Center (TLTC)

File Medium Transfer Request Form

In an effort to reduce the University's and the Instructor's risk with respect to copying and distributing original works of authorship, the Teaching, Learning & Technology Center needs you to complete the following form for work you would like us to copy or convert.

In an effort to reduce the University’s risk with respect to copying and distributing original works of authorship, we are asking you to complete the following form for works you would like us to copy (i.e., transfer to another medium). Should you have any concerns in completing this form, please contact us at (949) 824-6060 and we will be happy to help you. We look forward to working with you to maximize your students' educational experience. (Fax completed form to (949) 824-5819.)

For more information about fair use, see EEE’s excellent resource at: https://eee.uci.edu/help/websites/copyright/

**CONTACT INFORMATION:**

<table>
<thead>
<tr>
<th>Today's Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person:</td>
</tr>
<tr>
<td>Department:</td>
</tr>
<tr>
<td>Contact E-Mail:</td>
</tr>
<tr>
<td>Contact Phone:</td>
</tr>
</tbody>
</table>

**Recharge Acct. & Fund #:**

(*Note: There is no charge for media conversion used exclusively for undergraduate courses listed in the UCI Schedule of Classes. There is a $20 service charge for each unit of converted media that is not used for such courses. Recharge services require an account and fund number for work to begin.)

**REQUEST:**

- [ ] Copy Media
- [ ] Convert Media

**THE MEDIA WILL BE USED FOR:**

- [ ] Undergraduate Course
- [ ] Graduate Course
- [ ] Research
- [ ] Marketing
- [ ] Development
- [ ] Outreach
- [ ] Other

**COURSE INFORMATION:**

Course Title & Number:

Quarter & Year Taught:

Approximate # of Students Enrolled:

Will all of the students in the course be UC Irvine registered students?

- [ ] Yes
- [ ] No
USE OF THE FILES (Check all that Apply):
- Files will be used during in-person class sessions
- Files will be used during synchronous online class sessions
- Files will be used during asynchronous online class sessions
- Files will be posted on the course website
- Each file will be used as a central field of study (i.e., not supplementary enrichment)
- Files are not available elsewhere (i.e., iTunes, Napster, Real Works or for sale in hard copy)
- Other:

MEDIA:
- Source of Media to be Copied/Converted: □ VHS □ DVD Cam □ CD □ DVD
  □ Flash (Streaming)
- Are any of the files copyrighted?: □ Yes □ No
- Quantity of Media to be Copied/Converted:
  □ VHS □ DVD Cam □ CD □ DVD
  □ Flash (Streaming)
- Convert/Copy Media Files to:

Additional Instructions/Comments:

I have attached information about each file, including each artist's name, the title of the file(s), and, if copyrighted, the name of the owner of the copyright.

TECHNICAL REQUIREMENTS:
Please confirm, by signing below, that the environment in which you plan to provide the files complies with the following requirements:

☐ The files to be converted are available in streaming format only; they cannot be downloaded or transmitted further.
☐ The files are available only to students who are registered for the class.
☐ The files are available only with a course-specific password or other authentication.
☐ The files will be removed, and will no longer be available for streaming, after the last day of the quarter in which the course is offered.
☐ The files are not available elsewhere (i.e., iTunes, Napster, Real Works or for sale in hard copy)

Signature: __________________________  Print Name: __________________________
Date: ______________________________

Disclaimer: The TLT cannot be held responsible for any tapes, CDs, or other media types that are lost or damaged during the media conversion process.

TLTC Use Only:
Technician: __________________________  Date Completed: __________  Production Hrs.: __________  Total Recharge Amt.: __________
In the “Flipped” Classroom, information delivery is done via pre-recorded, “chunked” lectures (or even readings) that students watch alone, at home, before class. Classtime takes advantage of the groups’ potential to learn better together: students work in pairs or teams on exercises, projects, or discussions that explore the topics introduced in the pre-recorded lectures.

**Flipped Classrooms...**

- Lead to improved learning, retention, and engagement for students;
- Can make teaching more efficient by reducing lecture preparation time and allowing parts of lectures to be used and more easily edited for a number of years;
- Can reinvigorate the teaching process, and increase instructor engagement with their students.

**How can the TLTC help you start “Flipping?”**

Talk with one of our teaching consultants about your course; find out what methods work best in “Flipping” and get help on structuring the course to maximize learning;

Use our greenscreen studio and our media production team to record, edit, and post your “chunked” lectures for students to watch;

Meet with our instructional designer to talk about other online tools that can help ensure students come to class ready and prepared to engage in “Flipped” activities;

Get help assessing and documenting the impact of your efforts.
References on “Flipping” the Classroom


Brame, C. J., & Director, C. A. Flipping the Classroom.


Web Resources on Flipping the Classroom

http://new facultysupport.csulb.wikispaces.net/Flipping+the+Classroom
A page filled with resources from the Faculty Center for Professional Development at CSU Long Beach

Seven Things You Should Know About Flipping the Classroom from Educause

https://docs.google.com/document/d/1lOi5-tXZv0EVCfhON5hlscnRa-8_77nx3GDdB6C-tE/edit
A Google Doc with LOTS of resources on flipping from Dan Spencer, an educational technology consultant
PART 1: CONSIDERING CHANGING YOUR DELIVERY METHOD

(1) What is the first thing Prof. Scolari might do to help her to explore her options for creating an online course?
   a. Identifying copyright & privacy issues!
   b. See handout, "Bridging Traditional to Hybrid & Online Learning"
   c. Contact Dr. Sheryl Hathaway, Sr. Instructional Designer at the TLTC for assistance (s.hathaway@uci.edu). She can help you (re-)design your course to a hybrid or fully-online format.
   d. Other options include the Distance Learning Center located in University Extension.

(2) Identify five (5) copyright issues she might consider in "translating" her F2F course to online:
   a. National Geographic clips and full films
   b. Other websites
   c. Reel-to-reel audiotape conversion
   d. Graphs and charts
   e. Journal articles

(3) How might the format (hybrid, fully online, MOOC) impact the way copyright is applied?
   a. The law is the same no matter the format, but the format changes the way it is applied, especially with concern to access to course materials for large audiences.
PART 2: USING THE HYBRID DELIVERY METHOD WITH A “FLIPPED” FORMAT

(1) What might be some of the “best practices” issues to consider?
   a. Designing instruction to suit the medium: lectures were meant for live audiences; online instruction relies heavily on “instructor presence” and “chunking” information.
   b. “Flipping the classroom” requires an instructor and student “paradigm shift” from more passive to more active learning.
   c. Students need a thorough orientation to how to succeed in an online course.
   d. Students need guidelines for what constitutes effective online discussion, as well as copyright & privacy guidelines.

(2) Identify at least (2) privacy issues:
   a. Showing students’ faces on film
   b. Sharing protected or private student information

PART 3: USING THIRD-PARTY PROVIDERS

What copyright and privacy issues should Prof. Scolari consider when using a third-party provider (free or proprietary)?

1) Liability/terms of conditions concerning copyright & privacy
   a. What will be done with student information?
   b. What will be done with materials you post (created by others and by you)?

2) Security Issues
   a. Computing Support Coordinators in units
   b. Campus Information Security Officer Isaac Straley (OIT): straley@uci.edu, (949) 824-1471.
PART 4: STUDENTS USING COPYRIGHTED MATERIALS

What copyright and privacy issues might arise when students create their own websites or YouTube videos using a variety of materials and data?

a.) The same issues apply to students.
b.) Instructors should provide and review with students the rules for using copyrighted material, protecting their classmates’ privacy, and be cautioned as to what might happen to the original materials they might create.
<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Title</th>
<th>Name</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandi Walden</td>
<td>X42544</td>
<td>EE Support</td>
<td>Isaac Staley</td>
<td>X4171T</td>
<td>Security Officer</td>
</tr>
<tr>
<td>Kentrell</td>
<td>X42880</td>
<td>Copyright</td>
<td>Kyhim Pencil</td>
<td></td>
<td>Campus Counsel</td>
</tr>
<tr>
<td>Palmer</td>
<td>X44972</td>
<td>Librarian</td>
<td>Catherine Palmer</td>
<td>X43426</td>
<td>Education Outreach</td>
</tr>
<tr>
<td>Conell</td>
<td>X46307</td>
<td>Methods</td>
<td>Christopher O'Neal</td>
<td>X49832</td>
<td>Director, TLIC</td>
</tr>
<tr>
<td>S. Hathaway</td>
<td>X41398</td>
<td>Course Design, Instructional Designer</td>
<td>Sherri Hacksaw</td>
<td>X49024</td>
<td>Sr. Instructional Designer</td>
</tr>
<tr>
<td>Breninger</td>
<td>X47331</td>
<td>Multi-Media Production</td>
<td>Lain Grimmer</td>
<td>X47982</td>
<td>Sr. Producer/Director</td>
</tr>
<tr>
<td>Deellow</td>
<td>X46188</td>
<td>Methods</td>
<td>De Gallow</td>
<td></td>
<td>Director, TLIC</td>
</tr>
<tr>
<td>Mark Fonseca</td>
<td>X49672</td>
<td>FERPA Analyst</td>
<td>Elizabeth Bennett</td>
<td>X47982</td>
<td>Registrar</td>
</tr>
<tr>
<td>Benenate</td>
<td>X47982</td>
<td>FERPA</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FOR HELP WITH:**

**E-MAIL:** maileuc.edu

**TEACING, LEARNING & TECHNOLOGY CENTER**